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ABSTRACT

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes the revised language arts objectives from kindergarten through grade 6. Most objectives are presented in the format of condition (or task). student behavior, and criteria. Changes from the original listing of language arts objectives (EC062888) include reduction from 213 objectives to 125 objectives for the kindergarten level and the rewriting of objectives as skills to be accomplished rather than grade level books to be read. Also included are schedules for language arts activities throughout the year at each grade level. Graphs are given to chart expected student progress. The following types of objectives are included: reading readiness, beginning reading, and developmental reading. (DB)

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APPENDIX

REVISED **MINIMUM OBJECTIVES**

K-6

ARTS LANGUAGE

ELEMENTARY SCHOOL HINESBURG



This is a portion of a report on the development and implementation of a minimum objective system in the Hinesburg Elementary School, Hinesburg, Vermont, June, 1974. The complete report is made up into four separate sections:

- 1. A REPORT: THE DEVELOPMENT AND IMPLEMENTATION

 OF A MINIMUM OBJECTIVE SYSTEM IN THE HINESBURG

 ELEMENTARY SCHOOL
- 2. APPENDIX A: LANGUAGE ARTS OBJECTIVES

 DEVELOPED BY THE K-6 TEACHERS AT THE

 HINESBURG ELEMENTARY SCHOOL
- 3. APPENDIX B: HINESBURG ELEMENTARY SCHOOL
 MINIMUM OBJECTIVES FOR SCIENCE, PHYSICAL
 EDUCATION, MUSIC, LIBRARY AND MATH
- 4. APPENDIX C: REVISED MINIMUM OBJECTIVES
 K-6, LANGUAGE ARTS, HINESBURG ELEMENTARY
 SCHOOL

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REVISED READING READINESS SKILLS - KINDERGARTEN

Patricia Halloran
Betty Holloway
Adler Muller
Virginia Perkins



FIGHTUM AND LETE

Hinesburg Elementary School Reading Readiness Skills

Kindergarten

CONDITIONS

BEHAVIORS

the student will:

K-1 Given:

1. two sounds of different intensities,

2. a cue, "what is this?" and "point to your"

verbally state which was the louder sound and which was the softer name and point to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe

jump on two feet

.

a cue and a model

a cue and a model,

m

. a puzzle with 4 pieces which are not interlocked,

6. a piece of clay

• a pair of scissors and a piece of paper with a line drawn on it,

walk up and down stairs fit each piece into the appropriate place make a ball and a snake cut along the line

CRITERIA

with 100% accuracy.

within 5 seconds for at least 15 of the 27 body parts.

for a distance of 10 ft. so that both feet leave the floor and land simultaneously.

correctly. with 100% accuracy.

with 100% accuracy.
within a ½" margin of error and the scissors are held such that the thumb is in the upper hole and the index and middle fingers are all in the lower hole.

CONDITIONS

Given:

T

PICALIMIN PAIGO FEAR a greeting by an adult and contingent attention,

to

- a small group of children, teacher participant, and a direction to play a game, 6
- an adult-assigned activity (puzzle, clay, etc.) 10.
- during any time of the day # |--| |--|
- during any time of the day when there is no physical reason, 12.
- a situation in which the child is attending to the teacher, 127
- a prompt, "what color is this?" 14.
- may be a man, woman, boy, or girl, a blank piece of paper, a pencil, and a prompt, "draw a person. 150
- an object. (finger, toy, car), mage, and a prompt to follow the path, •9<u>T</u>

a simple rhyme of 3 lines and the prompt to recite, thrown an 8-inch ball from a distance of 2 feet

BEHAVIORS

CRITERIA

the student will:

say "hello" or its equivalent and have eye contact

play the game

attend to materials

for at least 5 minutes.

on no occasion.

on no occasion.

according to the rules 100% of the time.

on every occasion.

initiate agressive speech or actions

cry or whine

sit and listen to the

recognize and name 4 of the basic colors (red, blue,

correctly.

with no disturbances.

nose, mouth, hair, body, including 4 out of 10 body parts (head, eyes, legs, hands, and feet)

without going off the path 100% of the time.

recite the rhyme

catch the ball

with 100% accuracy.

ter it reaches the child's the floor before or afso that it does not hit hands on four or five throws.

K-2

teacher

green, yellow, orange, purple, brown, black)

draw a person

follow on the path of the maze to the end

BEST COPPY RUMINBILE

CONDITIONS

-2 Given:

- 3. an 8-inch ball, a target person 2 feet away, and a cue,
- 4. a child on his hands and knees and a prompt to crawl.
- 5. A cue, "move your"
- 6. a set of jumbo beads and a string,
- 7. a paper shape, a piece of construction paper, and paste,
- i. a line & long and 4" wide, a child in bare feet and a prompt to walk forward.
- 9. the direction to name the objects the teacher points to,
- O. when going from any part of the building to a classroom,
- l. entrance or exit to or from class
 each day,
- different and two are the same, and a prompt,

BEHAVIORS

the student will:

throw the ball

move forward and backward in crawling motion for 10 feet move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)

place 10 of the beads on the string

paste the shape onto the paper walk forward on the line for eight feet

verbally name the objects

Walk

verbally greet the teacher with hello/good-bye point to the objects that are the same

CRITERIA

so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to catch the ball on four of five tries.

within 5 seconds for each of 15 of 23 body parts.

without falling.

with 100% accuracy.

with little paste showing.

not stepping off the line more than twice.

with 100% accuracy.

with no occasions of running.

each day.

with 100% accuracy.

BEHAVIORS

CRITERIA

- Given: K-2
- a two-beat rhythm pattern, 13.
- a worksheet with two parallel lines in apart and a pencils 34.
- a group situation and a prompt, 15.

the student will: BEST FULLY RUNITABLE

draw a line going from left clap out the rhythm to right

tell about an object brought to the group in one or more sentences

without going off the path 100% of the time. with 100% accuracy. on every occasion.

- a group of sounds and a worksheet with pictures of the objects which produce the sounds,
- a worksheet with a group of objects and the sounds that correspond to the objects, Š
- a cue and a model,
- several paper shapes, a piece of construction paper with these shapes drawn on it,
- a promp from the teacher to sing the alphabet song,
- hat, mitclothing (coat, boots, tens, shoes, sweater),
- an assigned activity, 2
- a group of objects, some that are the same and some which are different, ŵ
- a worksheet with 2 parallel lines i apart and a pencil, φ,

ject corresponding to the loudest or softest sound as mark the picture of the obdirected,

mark the object that corresponds to the sounds

paste the appropriate shapes to construction paper hop on one foot

sing the alphabet song, naming the letters

put on and take off clothing and put clothing away in the proper place

attend to materials

sort objects into groups which are the same draw a line going from left to right

with 100% accuracy.

with 100% accuracy.

with no paste showing all shapes in correct 3 consecutive times. place.

Pur-

with 50% accuracy.

100% of the time.

with 100% accuracy. until completed.

without going off the path 100% of the time.

ERIC

Given: 7

- two objects of clearly different sizes and the prompt, "which is larger?...which is smaller?"
- a set of objects placed in a pattern,
- a moving suspended on an object string,
- a puzzle with 13 or less interlocking pieces.
- a line 3' long and 4" wide, a child in bare feet and a prompt to walk forward or backward, M. J.
- "show me your right a cue, e.g.
- 40 piece (paste, 145 construction paper, and paper shapes, Several
- a piece of clay
- tence patterns, "this is...these are, a group of objects and the dire-tion to name each object using sem-
- a straw, milk, cracker,
- 2 or more children, an adult reading a story, and discussion of the story,

the student will: BEST COPP RUMIABLE

point to the larger or smaller object place the next object in the pattern with both eyes without moving track the object

on the line for eight feet walk forward and backward fit each piece into its appropriate place

cepts (right/left, up/down, over/under, on/off, above/be-low, in/out, around/through, first/middle/last, front/back/ demonstrate directional con-

paste the shape to the paper

make a figure

propriate sentence patterns hame the objects using apfeed himself using the given utensils correctly without spilling milk

interrupt the discussion

100% of the time.

accuracy. with 100%

with 100% accuracy. accuracy. with 100%

line more than one time. not stepping off the

concepts listed. for at least 8

showing. 03000 with no

on every occasion. on each occasion.

100% of the time.

during the discussion. fewer than two times

¥-1.×

entrance to or exit from class each day.

"what color is this?" a prompt,

upper-case letters, sets of

e.g. "what is this a prompte sets of lower-case letters, **CV**

the student will

greet two or more children with hello/good-bye verbally and in a positive manner

name all $m{\epsilon}$ basic colors (red, blue, green, yellow, orange, brown, black)

match the letters that are the same

name 2 of the basic shapes (circle, triangle, square, rectangle)

match the letters that are

each day.

with 100% accuracy.

Ð with no more than errors.

correctly.

S with no more than errors.

say the missing word

name the first sound given

track the object with both eyes while head is in motion

cut out the circle string 10 beads

a set of small beads and a string,

a pair of scissors and a circle

drawn on a piece of paper,

4 succeeding sounds and a prompt

to name the sound heard first,

an object suspended on a moving

string,

end rhyming word missing and a prompt to hame the missing word.

a simple 3-line rhyme with the

ιγ.•

sing the alphabet song

a prompt from the teacher to sing

the alphabet song,

with 100% accuracy.

with 100% accuracy.

accuracy. with 100% with 100% accuracy.

thumb is in the upper hole and the index finger within a 2" margin of error and the soissors are held such that the is in the middle hole. with 100% accuracy.

the student will:

Y

Given:

- an object and a prompt by the teacher to describe the object in ? sentences,
- 5 first names of class members printed on flashcards, tu)
- clothing (coat, boots, hat, mittens, shoes, sweater), œ,
- problems between 2 children followed teacher and child dealing with a planned discussion between by 4 questions, 6
- objects of different lengths and the prompt, "which is longer? Which is taller?" ي إندم تندو
- a set of objects placed in a pattern and another set of objects, * CV
- and a prompt, e.g. draw a person; it a blank piece of paper and a pencil can be a man, woman, boy, girl, 4 14% 1- 1
- a set of pictures of objects, which includes some that are the same and some that are different, ***
- a set of objects placed in a pattern and another set of objects,
- a worksheet with various separate shapes drawn and a pencil, Š

describe the object using at least 3 complete, grammatically correct sentences

pick out his own name

are in proper place when put away. clothes are put on, and clothes ing and put away so that the buttons, snaps, zippers, and put on and take off clothties are all secured when

emit a positive solution to problems point to the shorter, longer, or taller objects

duplicate the pattern

draw a person

match in groups the pictures that are the same

be able to trace over the extend the given pattern times

shapes

on every occasion.

on every occasion.

100% of the time

judged by the teacher.

100% of the time.

100% of the time as

with 100% accuracy.

including 7 out of 10 body parts (head, eyes, nose, mouth, hair,

with 100% accuracy.

with 100% accuracy.

staying on the line 100% of the time.

CONDITIONS

STEWINING PAICE THE

BEHAVIORS

CRITERIA

with 100% accuracy.

Given: -

- prompt to match the pictures that 3 pictures, 2 of which rhyme, and • p=1
- 3 succeeding sounds and a prompt to name each sound in the order heard, رن درز
- an object suspended on a string moving in an irregular pattern,
- 5 first names of classmates printed on flashcards, -:*
- the set of upper case alphabet letters in random order, Š
 - directions to complete 2 tasks in such an order that the least preferred task is completed first, 9
- a worksheet of simple shapes with the direction to find from the group that matches the object on the left, objects on the right the shape .
 - set of flashcards with color names, a set of the & basic colors and to
- 3 sequenced pictures, 9
- a worksheet with shapes that intersect and a box of crayons, Ö,

a short story told by the teacher

60

and the prompts, "what happened first?...what happened last?"

shoulders, chest, stomach, back, (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrows, cheeks, neck, name and point to body parts leg, knee, ankle, foot, toe) arm, elbow, wrist, finger,

a cue, "what is this?" and, "point to your..." or "move your..."

2

will: the student match the 2 pictures that rhyme

track the object with both verbally repeat each sound given in sequential order eyes

with 100% accuracy.

with 100% accuracy.

pick out the names of three classmates

name 13 letter

complete the least preferred

before beginning the

correctly.

correctly.

next task.

with 100% accuracy.

match these shapes by circling the shapes that are alike

match four names and colors

comes first and what comes designate the picture that

·d trace over each shape in different color

with 100% accuracy.

correctly.

staying in the lines 100% of the time.

100% of the time.

verbally describe what happened first and last for all of the 27 body parts. thumb.

- thrown an 8-inch ball from a distance of 5 feet, 8
- an 8-inch ball, a target person 5 feet away, and a cue, 4.
- what's your telephone number?" the questions, "what is your name?...where do you live?... Š
- a wall churt and a prompt from the teacher to point to each letter as he or she says it, 9
- the set of lower case alphabet letters in random order, 1
- the set of upper case alphabet letters in random order, to
- tween a positive or a negative solthe children to make choices be-2 or more children requiring any situation between teacher ution to a problem, And o,
- 2 objects in different vertical planes and a prompt, "which is high?" 0,
- "what is this a prompt, e.g. ---

BEHAVIORS

the student will:

catch the ball

throw the ball

address, town, and telephone say his or her name, street number

point to each corresponding recite the alphabet and letter

name 13 letters

name 20 letters

emit the positive solution

point to the higher or lower object

(circle, square, triangle, rectangle) name the 4 basic shapes

CRITERIA

the floor before or after so that it does not hit hands on 4 of 5 throws. it reaches his or her

her arms to either side to hit the target person be-tween the shoulders and catch the ball on 4 of 5 knees without the target person extending his or so that it hits or will

on every occasion.

with 100% accuracy.

correctly.

correctly.

judged by the teacher 100% of the time as

100% of the time.

correctly.

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CONDITIONS

BEHAY IORS

CRITERIA

Given: 10

It can be a man, woman, boy, or girl, a blank piece of paper, a pencil, and a prompt, e.g. "draw a person.

the student will: draw a person

including 10 body parts (head, eyes, nose, hair, body, arms, l hands, and feet).

mouth,

cue and a model, αf

SKIP

a prompt to name a rhyming a word and word.

a child in bare feet, and a prompt to walk buckwards.

e.g. "show me your right a cues

below, in/out, around/through, first/middle/last, front/back/ demonstrate directional concepts (left/right, up/down, over/under, on/off, above/ look at a point directly in front of him or her and walk backwards heel to toe the length of the board with another word beside

name all of the letters match the 5 pairs

to complete the assigned task work with other children

two or more children and directions

to complete a task,

5 pairs of initial sound pictures,

of upper case alphabet

letters in random order,

the set

with 100% accuracy.

verbally rhyme that word

for a distance of 10 feet.

not stepping off the board more than one time.

for all of the concepts listed.

accuracy. with 100%

accuracy. with 100%

in completion of the task and there are no aggres-sive actions/verbalizabursts or other (e.g. crying, screaming) behaviors which preclude tion or emotional outsuch that each child attention to game.

> a worksheet with complex shapes with the direction to find from the group of objects on the right that which matches the object on the left,

jects by circling the ones be able to match these obthat are alike

with 100% accuracy.

COMPITIONS

REST COPT RIMILABILE

BEHAVIORS

the student will:

CRITERIA

--9 Given:

- \$\text{\$\text{several objects of different}\$}\$ weights and a prompt, "which is heavy?...\text{\$\text{which is light?"}\$}\$
- 3. a group of 6 pictures in random order which tell a short story.
- O. an Alpha pen and piece of paper and a model of child's first name,
- 1. a model of upper case letters, piece of paper, and an Alpha pen,
 - 2. a model of the lower case letters, piece of paper, and an Alpha pen,

arrange the pictures in sequential order from left to

print his or her first name

write the upper case letters write the lower case letters

with 100% accuracy.

190% of the time.

designate the objects that are heavy and those that are light

80% correctly as judged by the teacher.
80% correctly as judged by the teacher.

judged

80% correctly as

by the teacher.

-0
1. a model short story and a prompt to
 retell the story,

2. the set of lower case alphabet letters in random order,

- 3. 10 pairs of initial sound pictures,
 - 4. a set of objects
- 5. the set of lower case alphabet letters in random order,
- 10 pairs of initial sound pictures,
 7. a model of the child's first and
 last name, a piece of paper, and
 an Alpha pen,

be able to retell the story using complete, grammatically correct sentences in proper sequence.

name all of the letters

match the 10 pairs devise his or her own pattern and extend it name all of the letters

match the 10 pairs print his or her name

correctly.

on every occasion.

with 100% accuracy. at least twice with 100% accuracy.

with 100% accuracy.

with 100% accuracy. 80% correctly as judged by the teacher. ?

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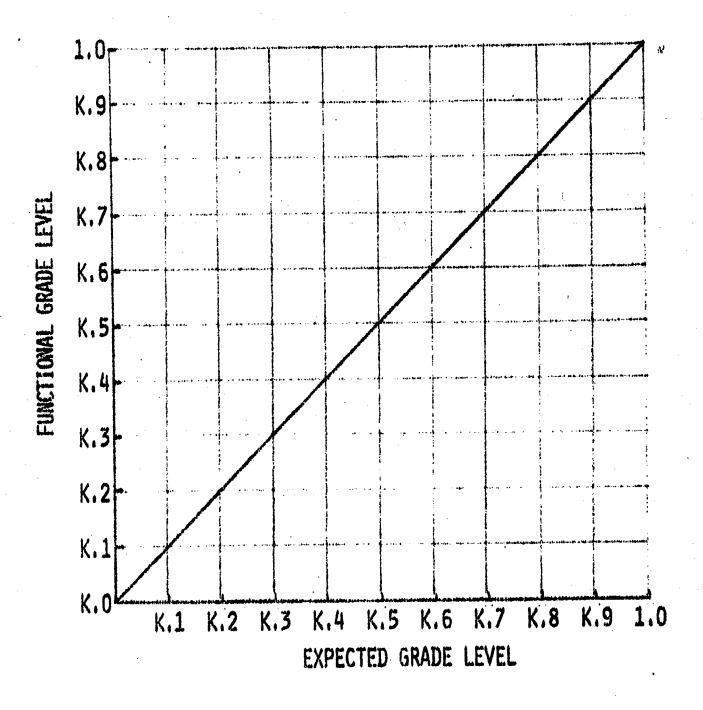
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READING READINESS SKILLS - KINDERGARTEN



REVISED READING MINIMUM OBJECTIVES - 1ST GRADE

Pat Flood
Betty Holloway
Adler Muller
Judi Simon





Hinesburg Elementary School Reading Minimum Objectives First Grade

COMPITIONS

BEHAVIORS

the student will:	say the sound of each letter	say the syllable
Given:	the short vowel A and the consonant N on flashcards,	the combination AN on a flashcards.
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say the syllable

say the sound of each letter

CRITERIA

within 5 seconds with 100% accuracy.
within 5 seconds within 5 seconds with 100% accuracy.
within 5 seconds with 100% accuracy.

say the sound of each

letter

say each word

with no more than one error, excluding sight words.

with 100% accuracy.

answer the question

orally

read orally

within 5 seconds with 100% accuracy.

within 5 seconds with 100% accuracy. within 5 seconds with 100% accuracy.

BEHAVIORS	the student will:	say each word	each word	say each word	'द <u>ो</u>	answer the question orally	sound of the	say each syllable	say the sound of each letter	each word	read them orally
	the st	say ea	say ea	say ea	read orally	answer	say the letter	say ea	say th	say ea	read t
CONDITIONS	Given:	the combinations of initial consonants with AD to form C-V-C patterns of flashcards,	the combinations of initial consonants with AG, AT, AM, AP, AL, AB to form C-V-6 word patterns on flashcards,	the short 4 with any consonants previously taught to form C-V-C word patterns on flashcards,	a page of about 20 words in a pre- primer (appropriate for objectives 2a - 2f),	a page in a pre-primer (appropriate for objectives 2a - 2f) to read silently and an oral comprehension (factual) question,	the short I vowel on a flashcard,	the combinations IT, IN, IC, ID, IM, IP on flashcards,	the consonants K, J, Z on flashcards,	the short I wowel with any consonants previously taught to form C-V-C word patterns on flashcards,	printed phrases or sentences containing the eight words learned in context from the first pre-primer,
		20°	2e.	A.F.		ä	œ d	35.	3c•	30.	3e•

within 5 seconds with 100% accuracy.

within 5 seconds with 100% accuracy.

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	BEHAVIORS	the student will:	read orally	answer the question orally	say the sound of the letter	say each syllable	say the sound of the letter	say each word	the count of pasts	Say one sound of cach	say each syllable	say each word	say the sound of the letter
2000 1000 1000 1000 1000 1000 1000 1000	CONDITIONS ACT TO	Given:	a page of about 30 words in a pre- primer (appropriate for objectives 3a - 3e),	a page in a pre-orimer (appropriate for objectives 3a - 3e) to read silently and at least one oral comprchension (factual) question,	the short vowel E on a flashcard,	the combinations ET, EG, EN, ED, EP, ES, EM, EB on flashcards,		the short E vowel with any consonants previously taught to form words in the C-V-C pattern on flashcards.	1 '	the short vowel U and the consonant x on flashcards,	the combinations OT, OG, ON, OD, OF, OM, OX on flashcards,	the short vowel 0 with any consonants previously taught to form words in the C-V-C pattern on flashcards,	the short vowel U on a flashcard,
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	CONDITIONS ASS CONTRACTOR		CRITERIA
	Given:	the student will:	
. 09	the combinations UT, UG, UN, UD, UP, US, UM, UB on flashcards,	say the syllables	within 5 seconds with 100% accuracy.
• 29	the short yowel U with any consonants previously taught to form words in the C-V-C pattern on flashcards.	say each word	within 5 seconds with 100% accuracy.
.e.	a page of about 75 words in a pre-primer (appropriate for objectives 1a - 6c),	read orally	with no more than 3 errors, including sight words.
n Later	a page of about 75 words in a pre-primer (appropriate for objectives la - 6c) to read silently and at least 2 oral questions (1 fact and 1 sequence),	answer orally	with 100% accuracy.
्रं १ ०	any 5 four-letter words begin- ning with blends, on flashcards,	say each word	within 5 seconds with 100% accuracy.
60	any 5 four-letter words ending with consonant digraphs and blends, on flashcards,	say each word	within 5 seconds with 100% accuracy.
ည်	any 5 four-letter words that end with two consonant letters representing one sound (LL, SS, FF, CK), on flashcards,	say each word	within 5 seconds with 100% accuracy.
9a.	a story to read in a primer (appropriate for objectives 1 - 8),	orally read approximately the first 75 words	with no more than 3 errors including sight words.
\$	the story in 9a to read silently and 5 printed factual questions about the story,	print the answers in one or more words	with at least 80% accuracy.

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	CONDITIONS		CRITERIA	
	Given:	the student will:		
10.	ten one-syllable, short vowel, consonant-ending words to which the suffix ING has been added to form two-syllable words, on flashcards,	say each word	within 5 seconds with 100% accuracy.	
### ###	ten one-syllable, short vowel words with SH, CH, TH, and WH in initial or final positions, on flashcards,	ls say each word	within 5 seconds with 100% accuracy.	G
. 2a.	a story to read in a primer (appropriate for objectives 1 - 11),	orally read approxi- mately the first 75 words	with no more than 3 errors including sight words.	
:2 b .	the story in 12a to read silently and 5 printed factual questions about the story,	print the answers in one or more tords	with at least 80% accuracy.	
Ċ,	5 words beginning with QU on flashcards,	say each word	within 5 seconds with 100% accuracy.	
***	ten one-syllable words on flash- cards, 5 of which begin with Y and 5 of which have Y as a vowel,	say each word	within 5 seconds with 100% accuracy.	S
:5a.	two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 14),	orally read approximately the first 75 words of each story	with no more than 3 errors including sight words.	
15p.	the two stories in 15a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story,	print the answers in one or more words	with 100% accuracy.	

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	CONDITIONS	BEHAVIORS	CRITERIA
		the student will:	
16.	ten one-syllable words on flash- cards, some of which end in the long rowel sound, some of which have adjacent vowels, and others, long-vowel words ending in silent E,	say each word	within 5 seconds with 100% accuracy.
00	two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 16),	orally read approxi- mately the first 75 Words of each story	with no more than 3 errors including sight words.
1.76	the two stories in 17a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story,	print the answers in one or more words	with 100% accuracy.
ÇŮ ••••	five long-vowel words ending in silent E, on flashcards,	say each word	within 5 seconds with 100% accuracy.
4ml	five words beginning with hard or soft C, on flashcards,	say each word	within 5 seconds with 100% accuracy.
20	five words beginning with hard or soft G on flashcards,	say each word	within 5 seconds with 100% accuracy.
<u> </u>	two consecutive stories in a level 1:2 reading book (appropriate for objectives 1 - 20),	orally read approxi- mately the first 75 words of each story	with no more than 3 errors including sight words.
2 2 5.	the two stories in 21a to read silently and three printed comprehension questions (fact, sequence, and inference) for each story,	print the answers in one or more words	with 100% accuracy.

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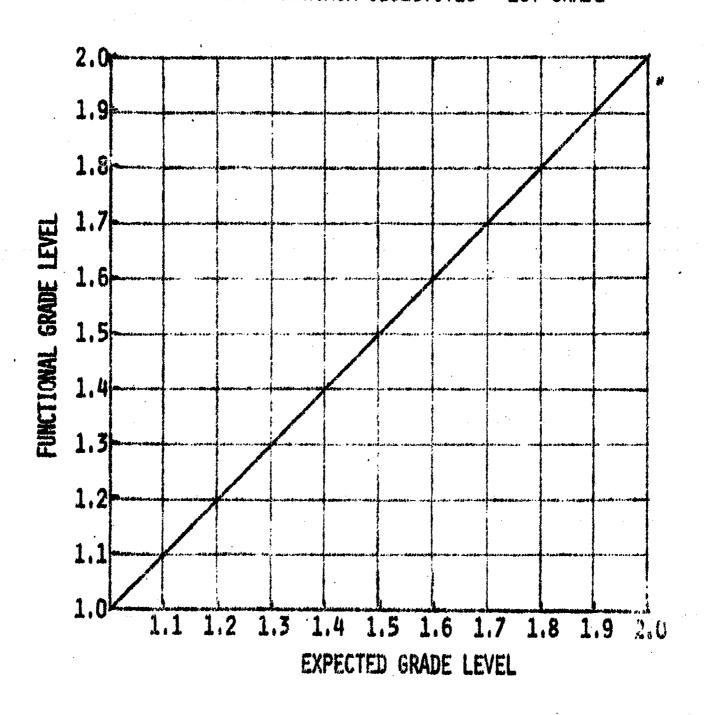
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READING MINIMUM OBJECTIVES - 1ST GRADE





REVISED READING MINIMUM OBJECTIVES - 2ND GRADE

Shirley Giroux
Betty Holloway
Margaret McNeil
Adler Muller



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Full Text Provided by ERIC	

Reading Minimum Objectives Hinesburg Elementary School

Second Grade

CONDITIONS

BEHAVIORS

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10 w	ဗွ
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9 9	Sh
90 words	Lashcards
Ö, Ö	(_{jul}
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Given:

b. a story from a 2:1 reading book (appropriate for objective la),

read it silently and write the answers to 3 factual questions

with 100% accuracy.

(2.1)

with 100% accuracy.

orally read at least 81 of them

the student will:

10 1-syllable root words and 10 words formed by adding suffixes L or LI to the root words, on flashcards, W.

8 2-syllable root words ending in consonant and y, and 11 words formed by changing the endings to ILY, IES, or IED, on flashcards, 3

30 2-syllable words ending in LE, EL, and AL on flashcards, 200

27 2-syllable words ending in FUL, ON, IN, AIN, ET, IT, IC, or ISH, on flashcards. .g.

2:1 reading book (appropriate for objectives la - 2d), a selection of about 200 words in a

5 oral factual questions about the selection in 2e. 2f.

a story to read silently from a 2:1 reading book (appropriate for objectives la - 2d), and 3 comprehension questions (2 factual, 1 sequential), 2g.

orally real at least 18 of

with 100% accuracy.

orally read at least 17 of

with 100% accuracy.

orally read at least 27 of orally read at least 25 of them

with 100% accuracy.

with 100% accuracy.

read orally

answer the questions orally

write the answers

with at least

curacy, including with at least 90%

words.

with 100% accuracy. curacy.

AFST EDINE PURILIBILE Given:

- a selection of about 200 words in a 2:1 reading book (appropriate for objectives la - 6a), Sb.
 - 5 oral factual questions about the selection in 6b, , 000
- comprehension questions (2 faca story to read silently from a 2:1 reading book (appropriate for objectives la - 6c) and 3 tual, ! inference), 8
- 38 printed words, some ending in AR, AL, A, ENT, BLE, Y (I and E) and others beginning with A, BE, DE, E, PRE, RE, 73.
- a story from a 2:1 reading book to read silently (appropriate for objectives 1a 7a) and 3 comprehension questions (2 factual, 1 inferential), 70.
- 115 printed long-vowel (A,E,I,O,U) words ending in silent E, 33.
- a 2:1 reading book (appropriate for objectives la 8a), a selection of about 200 words in 85.
- &c.. 5 oral factual questions about the selection in 8b,
- sion questions (2 factual, 1 inference) a story to read silently from a 2:1 reading book (appropriate for objectives la - 8c) and 3 comprehen-**&**d.

BEHAVIORS

the student will:

read orally

curacy including sight

words.

with at least 80% ac-

with 100% accuracy.

curacy.

with at least 90% ac-

answer the questions write the answers orally,

with 100% accuracy.

orally read at least 34 of them

write the answers

with 100% accuracy.

(2.4)

orally read at least 104 read orally of them

answer the questions

write the answers orally

with 100% accuracy.

with at least 90% accuracy. with at least 80% acwith 100% accuracy. curacy.

(2.5)

J. B. L. L.	
CONDITIONS	

Given:

3a. 31 words on flashcards illustrating

the vowel digraphs EE and EA,

MAN FACO ISSA

a story from a 2:1 reading book to read silently (appropriate for objectives la - 3a) and 3 comprehension questions (2 factual, 1 sequential), 3b.

the student will:

BEHAVIORS

orally read at least 73 write the answers of them

with 100% accuracy.

CRITIBILA

with 100% accuracy.

(2.2)

with 100% accuracy.

73 words on flashcards illustrating the vowel digraphs 00, AI, and AI, E.

a selection of about 200 words in a 2:1 reading book (appropriate for objectives ia - 4a), Ċ

5 oral factual questions about the selection in 4b, ė,

a story to read silently from a 2:1 reading book (appropriate for objectives la - 4c) and 3 comprehension questions (2 factual, 1 sequential), T.

wowel digraph Oa and diphthongs OU 59 printed words illustrating the and OW. 38.

a story from a 2:1 reading book to read silently (appropriate for objectives la - 5a) and 3 comprehension questions (2 factual, 1 sequential), o,

which the suffixes ED or ES are added, lustrate diphthongs AW, AU, OI, OY, and others of which are one-syllable root words ending in IE or Y, to 54 printed words, some of which il-, co

orally read at least 65 of them

read orally

curacy, including sight

WOTCS.

with at least 90%

with at least 80% ac-

curacy.

with 100% accuracy.

answer the questions orally

write the answers

orally read at least 54 of them

write the answers

with 100% accuracy.

with 100% accuracy.

(5.3)

orally read at least 50 of them

with 100% accuracy.

ERIC

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BEHAVIORS

with 100% accuracy.

orally read at least 78

of them

the student will:

PINILABLE	티
E SE	
Faller	•
•	留
DITIONS	

Given:

86 printed words having long vowel (A,E,I,O,U) sounds or long vowel digraph sounds (O with OW spelling, OO with OU spelling), **Sa.**

a story from a 2:1 reading book to read silently (appropriate for objectives 1a - 9a), and 3 compre-hension questions (2 factual, 1 opinion), 8.

146 printed words with sounds AR (as in FAIR), OR, ER, EAR, and AR (as in CAR), oa.

a 2:2 reading book (appropriate for objective 10a), a selection of about 200 words in 000

5 oral factual questions about the selection in 10b, -3C

orally read at least 137 of them

read orally

answer the questions orally orally read at least 129 words

> 2:2 reading book (appropriate for objective 11a), a selection of about 200 words in a 1116.

143 printed words with the sound AU (as in BALL), long E, OO (as in New), short I, short U, short E, and OO (as

short I, s in BOOK),

la.

5 oral factual questions about the selection in 116, 11c.

a story from a 2:2 reading book (appropriate for objective 11a) to read silently, and 5 comprehension questions (2 factual, 1 inferential, 1 opinion, 1 sequential), 11d.

write the answers

with 100% accuracy.

(2.6)

with 100% accuracy.

curacy, including sight with at least 90% acwords.

with at least 80% accuracy.

with 100% accuracy.

curacy including sight with at least 90% acwords.

with at least 80% accuracy.

answer the questions

orally

read orally

write the answers

with 100% accuracy.

(2.8)

with 100% accuracy.

orally read at least 91

- SOFT C and G. F in UGH, K in CH, MG as in ANGER, DG (EDGE), F in PH, SH in S (SUGAR), SH in CE (MACHINE), and ZH in S (MEASURE), C.
- a selection of about 200 words in a 2:2 reading book (appropriate for objective 12a), بي

. suracy including signs

. unrage.

1. 2. 14 Lead to 80% 10

* ACETIC

custor the questions

orally

read orally

ante the costors

The 1003 second the

with at least 90% so-

- o oral factual questions abort the selection in 125. Ċ
- a story from a 2:2 reading book (appropriate for objective 12a) to read silently and 4 comprehension questions (2 factual: 1 opinion, inferential),

of them

2:2 reading book (appropriate for objective a3s). a selection of about 200 words in a Į.

H, and the sounds CH in T (PASTURE), SH in T (ACTION), and U in DI (SOL-

01配),

37 printed words with the silent

(L)

- 5 oral factual questions about the selection in 13b, Ċ
- a story from a 2:2 reading book (appropriate for objective 13a) to read silently, and 4 comprehension questions (2 factual, 1 opinion, and 1 inferential),

orally read at least 78

111

· Anta 40多 sonature.

curacy including sight with at least 90% are words.

with at least 80% accuracy.

enswer the questions

orally

rend orally

write the answers

with 100% accuracy.

(2.0)

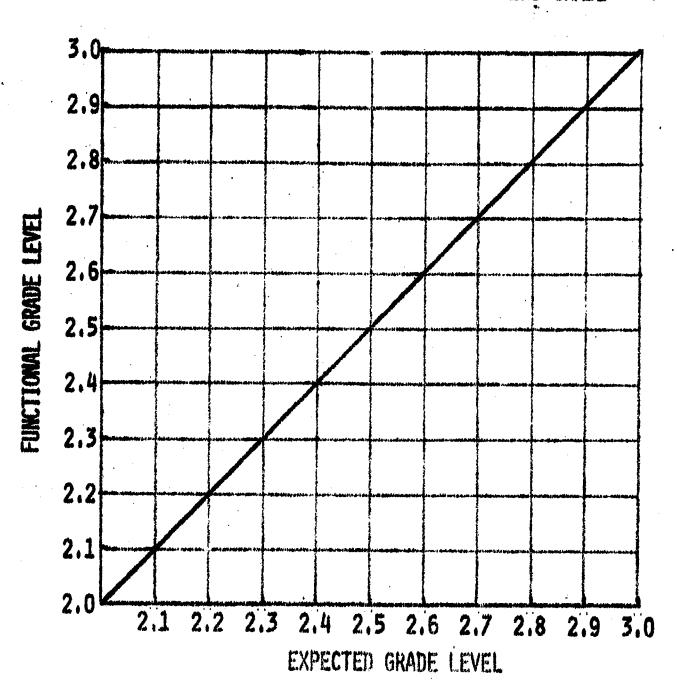
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READING MINIMUM OBJECTIVES - 2ND GRADE



REVISED READING MINIMUM OBJECTIVES - 3RD GRADE

Michael Bonavita
Betty Holloway
Arlene Moore
Adler Muller





FIEW WAY AND ASTE

Reading Minimum Objectives Hiresburg Elementary School Third Grade

	CONDITIONS	BEHAVIORS	CRITERIA
	<u>Given:</u>	the student will:	
**	the list of 3.1 sight words,	say each word	with 100% accuracy.
e C	the list of words illustrating the sounds of the initial con- sonants and consonant blends and the vowel rules for short and long yowel sounds,	say each word	with at least 90% accuracy.
, q	the list of words using soft and hard C and soft and hard G,	say each word	with at least 90% accuracy.
ů	the list of words using silent letters in the KM, WR, and GN category,	say each word	with at least 90% accuracy.
ů,	the word list appropriate to the story to be read,	say each word	with 100% accuracy.
4	a 50-word passage from the first section of a 3.1 read-ing book,	read the selection orally with adequate volume	to the satisfaction the teacher.
'	a story to read from the first section of a 3-1 reading book, silently, and 5 factual com- prehension questions,	wite the answers	with at least 80% ac (3.1)

least 80% accuracy. tisfaction of f accuracy. least 90¢ Mr.

with 100% accuracy.

say each word

6. the list of 3:2 sight words,

ERIC

the student will:

ofth at least 90% accuracy.

write the words combining the roots and appropriate endings

write the words combining the roots and appropriate endings

with at least 90% accuracy.

Givens

- 7a. the list of non-1-1-1 rule words and the list of suffixes.
- 7b. the list of root words ending in I, some preceded by a vowel and some preceded by a contenant, and the word endings S and BS,
- to the story to be read,
- 9. a 50-word passage from the 2nd section of a 3.1 read-ing book,
- O. a story to read silently from writhe 2nd section of a 3.1 reading book, and 5 comprehension questions (2 factual, 3 comparative),

say each word

read the selection orally with the proper volume and pronunciation

write the answers

with 100% accuracy.

to the satisfaction of the teacher. with at least 80% accuracy.

(3.2)

the list of 3.3 sight words,

the list of 1-1-1 rule words and the suffixes which begin with a vowel.

3. the word list appropriate to the story to be read,

14. a 50-word passage from the 3rd section of a 3.1 reading book,

say each word
write the words combining the
roots and appropriate endings

say each word

read the selection orally with the proper pronunciation and clarity of expression

with 100% accuracy.

with at least 90% accuracy.

with 100% accuracy.

with no more than 5 errors.

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COMBITIONS COPP MAILBRE ENTRY	BEHAVIORS the student vill:	CRITCRIA
a story to read allently from the 3rd section of a 3.1 read- ing book, and 5 comprehension questions (1 factual, 1 compar- ative, 3 cause-and-effect),	write the answers	with at least 80% accuracy.
the list of 3.4 sight words,	say each word	with 100% accuracy.
the list of 1-1-1 rule words and the list of suffixes which begin with a consonant,	write the words combining the roots and appropriate endings	with at least 9th accuracy.
the list of cords which form irregular plurals,	write the plural forms of the words	with 90% accuracy.
the word list appropriate to the story to be read,	say each word	with 100% accuracy.
a 50-word passage from the 4th saction of a 3.1 reading book,	read the selection orally with the proper pronunciation and clarity of expression	with no more than 5 errors.
a story to read silently from the 4th section of a 3.1 read- ing book, and 5 comprehension questions (2 cause-and-effect, 3 inferential),	write the answers	with at least 60% arcuracy.
the Hist of 3.5 sight words,	say each word	with 100% accuracy.
a list of 10 words containing plural nouns and singular possessives,	circle the singular posses- sives in the list	with 90% accuracy.
the word list appropriate to the story to be read,	say each word	with 100% accuracy.

Given:

BEHAVIORS

the student will: WHAT THE TOTAL TOT

with the proper pronunciation and clarity of expression read the selection orally

write the answers

a story to read silently from the 5th section of a 3.1 read-ing book, and 5 comprehension

questions (1 cause-and-effect, 1 inferential, 3 evaluation),

a 50-word passage from the 5th section of a 3.1 reading book,

CRITERIA

with no more than 5 errors.

with at least 80% accuracy.

with 100% accuracy.

with 90% accuracy.

a list of words that can be put together to form compound words and a list of compound the list of 3.6 sight words, words,

with NOT, ARE, IS, AM, HAVE, HAS, HAD, WILL, US, to form contractions and a list of a list of common words used contractions

the word list appropriate to the story to be read,

a 50-word passage from the 1st section of a 3.2 reading book,

questions (1 of each: Factual, a story to read silently from the 1st section of a 3.2 readcomparative, cause-and-effect, ing book, and 5 comprehension inference, evaluation), Ċ.

form compound words and separate compound words in wrisay each word ting

ate contracted words in written form contractions and separcontext

with 90% accuracy.

say each word

with the proper pronunciation and clarity of expression read the selection orally

write the answers

with 100% accuracy.

with no more than 5 errors.

with at least 80% accuracy.

Given:

- the list of 3.7 sight words,
- list of synonyms for the under-ಥ 10 printed sentences and lined words, 32a.
- list of antonyms for the under-10 printed sentences and a lined words 32b.
- the word list appropriate to the story to be read, 33.
- a 50-word passage from the 2nd section of a 3.2 reading book, 34.
- ing book, and 5 comprehension questions (1 of each: Factual, a story to read silently from the 2nd section of a 3.2 readcomparative, cause-and-effect, inference, evaluation), 35.

the list of 3.8 sight words, 36.

- matched with a pair of hom-10 printed sentences, each with a word deleted, and onyms. 37a.
- the prefixes A, UN, EX, BE, DIS, IN, and a list of root words. 376.

BEHAVIORS

CRITERIA

say each word THATHAN MICH LEAR

the student will:

with 100% accuracy.

with 90% accuracy.

rewrite the sentence replacing the underlined words with the appropriate synonym

rewrite the sentence replacing the underlined words with the appropriate antonym

say each word

with the proper pronunciation and clarity of expression read the selection orally

write the answers

rith 100% accuracy.

with 90% accuracy.

with no more than 5 errors.

with at least 80% accuracy.

with 100% accuracy.

with 90% accuracy.

select the correct homonym and write it in the appro-

priate space

say each word

with 90% accuracy.

combine them to form 10 dif-

ferent words in writing

THATHAN TOO THE

BEHAVIORS

CRITERIA

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- 38. the word list appropriate to the story to be read,
- 39. a 50-word passage from the 3rd section of a 3.2 reading book,
- the 3rd section of a 3.2 reading book, and 5 comprehension questions (1 of each: Factual, comparative, cause—and—effect, inference, evaluation),

the student will:

say each word

- read the selection orally with the proper pronunciation and clarity of expression
- write the answers

with 100% accuracy.

- with no more than 5 errors.
- with at least 80% accuracy.

(3.8)

with 100% accuracy.

with 90% accuracy.

- 41. the list of 3.9 sight words,
- in which the syllable words for which the syllable break is between two consonants that are the same,
- 4.3. the word list appropriate to the story to be read,
- 44. a 50-word passage from the 4th section of a 3.2 reading book,
- the 4th section of a 3.2 reading book, and 5 comprehension questions (1 of each: Factual, comparative, cause-and-effect, inference, evaluation),

- say each word in syllables and draw a slash between the syllables
- say each word
- read the selection orally with the proper pronunciation and clarity of expression
- write the answers

- with 100% accuracy.
- with no more than 5 errors.
- with at least 80% accuracy.

THEW PARTY FOR

Given:

the list of 4.0 sight words, a list of 20 words in which the 1st syllable has a long 17

the word list appropriate to the story to be read, 18

vowel, e.g. MU - SIC,

a 50-word passage from the 5th section of a 3.2 reading book, 6

questions (1 of each: Factual, a story to read silently from the 5th section of a 3.2 readcomparative, cause-and-effect, ing book, and 5 comprehension inference, evaluation), 50.

BEHAVIORS

CRITERIA

with 100% accuracy.

with 90% accuracy.

the student will:

each word in syllables draw a slash between the syllables each word say say and

say each word

with the proper pronunciation and clarity of expression read the selection orally

write the answers

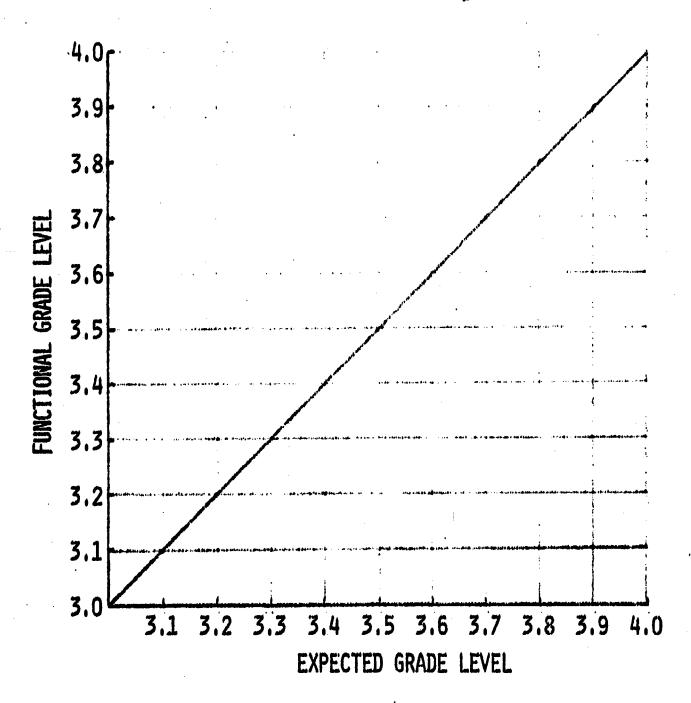
with no more than 5 errors.

with 100% accuracy.

with at least 80% accuracy.

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READING MINIMUM OBJECTIVES - 3RD GRADE





REVISED READING OBJECTIVES - 4TH GRADE

Patricia Coleman
Betty Holloway
Kathleen Kaszuba
Adler Muller



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the student will:

say the words

Reading Minimum Objectives

Fourth Grade

Hinesburg Elementary School

BEHAV IORS

CRITERIA

with 100% accuracy.

Given:

- the list of 4.1 sight words, a phonetic Informal Reading Inventory,
- new words in science, social studies, and reading,

an informal Reading Inventory, an Informal Reading Inventory,

the 1st section of a 4th grade reading book and 5 factual coma story to read silently from 5b.

prehension questions,

the list of 4.2 sight words,

20 words,

20 words,

new words in science, social studies, and reading,

with 80% accuracy. with 80% accuracy. with 80% accuracy. with 80% accuracy. orally read and enswer 5 questions silently read and orally answer choose 5 unfamiliar words, find strate to the teachers (either knowledge of the words' defintheir definitions, and demonorally or in writing) his/her complete the test ition and usage 5 questions

(4.1) Sept.

with at least 80% accuracy.

write the answers

with 100% accuracy.

with 80% accuracy. with 80% accuracy. with 80% accuracy.

recognize and circle the plurals change the words from singular to plural in writing say the words

orally or in writing) his/her knowledge of the definitions and choose 5 unfamiliar words, find their definitions, and demon-strate to the teachers (either

	words,
	50
	of
Given:	a passage

the 2nd section of a 4th grade a story to read silently from reading book and 5 questions (4 factual, 1 main idea) š

THRIPING THE STREET

the student will:

BEHAVIORS

orally read the passage with a pleasing voice quality write the answers

CRITERIA

N

to be judged by an independent observer. with 80% accuracy.

(4.2) Oct.

with 100% accuracy.

with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

the list of 4.3 sight words, **6** |---|

10 sentences, each containing a homonym and a choice of its alternative forms,

10 sentences containing compound 2b.

new words in science, social studies, and reading,

1) mark a plus if it is, or 2) change the incorrect to the say the words correct form

circle the compound words

choose 5 unfamiliar words, find strate to the teachers (either their definitions, and demon-

orally or in writing) his/her knowledge of the words definitions and usage

write the answers

with 80% accuracy.

the 3rd section of a 4th grade a story to read silently from reading book and 5 questions (1 factual, 4 main idea), 4

10 sentences with a word underthe list of 4.4 sight words, ined, اسم 23.

10 sentences with a word under-

lined,

2p.

provide an appropriate synonym say the words for that word

provide an appropriate antonym for that word

Nov. (4.3) with 100% accuracy. with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

3

social new words in science, studies, and reading, 8

- 20 a passage of words to read, (review):
- the 4th section of a 4th grade reading book and 5 questions (3 main idea, 2 sequence),

BEHAV IORS

the student will:

choose 5 unfamiliar words, find strate to the teachers (either orally or in writing) his/her knowledge of the words' defintheir definitions, and demonitions and usage

read the passage orally with write the answers adequate volume

to be judged by an independent observer. with 80% accuracy.

(4.4) Dec.

the list of 4.5 sight words,

a list of 20 pairs of words that can be contracted, **2a**°

lined singular and plural posses-10 sentences containing undersive nouns, 2b.

new words in science, social studies, and reading, Š

write the contractions say the words

-sod place a P over the plural sessives and an S over the singular possessives

choose 5 unfamiliar words, find knowledge of the words' definstrate to the teacher (either orally or in writing) his/her their definitions, and demonitions and usage

write the answers

section of a 4th grade

the 5th

4

reading book and 5 questions

(1 main idea, 3 sequence, 1 comparative),

a story to read silently from

with 100% accuracy. with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

(4.5) Jan.

with 100% accuracy.

the student will:

Given:

- the list of 4.6 sight words,
- 20 words, some with prefixes and some without, 3
- social new words in science, studies, and reading, 8
- a passage of 50 words to read. (review):
- the 6th section of a 4th grade reading book and 5 questions (1 main idea, 2 sequence, 2 comparative),
- the list of 4.7 sight words,

say the words

- 20 words, some with suffixes and some without,
- social new words in science, studies, and reading, 8

identify by circling the follow-ing prefixes: DIS, IN, MIS, PRE, TRI, EX, DE, TRANS, SUB choose 5 unfamiliar words, find strate to the teachers (either orally or in writing his/her knowledge of the words defintheir definitions, and demonitions and usage say the words

read the passage orally with clean and distinct enunciation write the answers

with 80% accuracy.

to be judged by an independent observer. with 80% accuracy. with 80% accuracy.

(4.6) Feb.

with 100% accuracy. with 80% accuracy. identify by circling the following suffixes: NESS, MENT, WARD, ABLE, ISH, ANCE, ENCE, ION

with 80% accuracy.

choose 5 unfamiliar words, find strate to the teachers (either orally or in writing) his/her knowledge of the words' defintheir definitions, and demonitions and usage

·

'n

Given:

いの日 (1 main idea, 1 sequence, 2 comparative, 1 cause-and-effect), a story to read silently from the 7th section of a 4th grade reading book and 5 questions .

the student will: HEAT PURILIBIE write the answers

with 80% accuracy.

- the list of 4.8 sight words,
- 10 words in which the 1st vowel precedes 2 consonants,
- new words in science, social studies, and reading, 1

by drawing a slash in the approdivide each word into syllables say the words priate place

with 100% accuracy.

(4.7) March

with 80% accuracy.

with 80% accuracy.

choose 5 unfamiliar words, find strate to the teachers (either knowledge of the words' defintheir definitions, and demonorally or in writing) his/her itions and usage

read the passage orally with accuracy in pronunciation

passage of 50 words

ત

to be read, (review):

dependent observer. with 80% accuracy.

to be judged by an in-

write the answers

(4.8) April

with 100% accuracy.

with 80% accuracy.

with 80% accuracy.

the list of 4.9 sight words,

(1 main idea, 1 comparative, 2 cause-and-effect, 1 inference),

the 8th section of a 4th grade reading book and 5 questions

a story to read silently from

- 10 words containing the letters
- new words in science, social studies, and reading, ä

by drawing a slash in the approdivide the word into syllables say the words priate place choose 5 unfamiliar words, find strate to the teachers (either orally or in writing) his/her knowledge of the words' defintheir definitions, and demonitions and usage

THEN ALLS SON

9

Given:

cause-and-effect, 2 inference), a story to read silently from the 9th section of a 4th grade to read silently from reading book and 5 questions (1 main idea, 1 comparative, 4

the student will:

write the answers

with 80% accuracy.

- the list of 5.0 sight words,
- 10 words containing the letters
- new words in science, social studies, and reading, ä
- by drawing a slash in the approdivide each word into syllables say each word priate place
- with 80% accuracy.

with 100% accuracy.

(4.9) May

with 80% accuracy.

- read the passage orally conveychoose 5 unfamiliar words, find strate to the teachers (either their definitions, and demonorally or in writing) his/her knowledge of the definitions and usage
- to be judged by an independent observer.

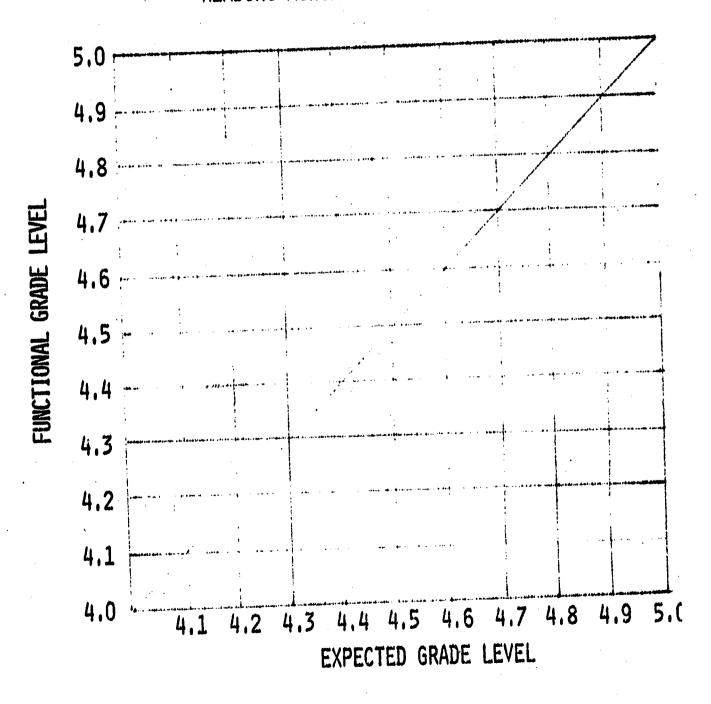
with 80% accuracy.

- the 10th section of a 4th grade a story to read silently from reading book and 5 questions (1 main idea, 1 cause-and-effect, 3 inference), a passage of 50 words to read, (review):
- ing the meaning to the listeners write the answers

(5.0) June

ERIO Fall text Provided by		-		•			4.7	Ø					11.2
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READING MINIMUM OBJECTIVES - 4TH GRADE



REVISED READING OBJECTIVES - 5TH GRADE

Ann Baker
Betty Holloway
Adler Muller
Gilbert Pierce



THUTTER AND TOR

Reading Minimum Objectives Hinesburg Elementary School

CONDITIONS

Given:

a list of 30 words, 10 of which have the same first 3 letters, the list of 5.1 sight words,

standard 5th grade dictionary, the key to pronunciation in a

a list of 5 words to find in the dictionary approximately 40 vocabulary words appropriate to stories in a 5.1 reading book,

at least 10 vocabulary words per week read by the teacher, 4

a 50-word selection in a 5.1 reading book, **†**

Fifth Grade

BEHAVIORS

CRITERIA

the student will:

say each word,

write the words in alphabetical order

pronounce each word

write the guide words and the page number on which each word is printed in the dictionary

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

interpreting marks of punctuaand accuracy, grouping words into meaningful phrases, and read orally, recognizing and pronouncing words with speed

write the answers

a story to read silently from a 5.1 reading book and 10 comprehen-

sion questions (recognition or re-call of fact, definition, general-

ization, and author's values),

with 100% accuracy. with 100% accuracy.

with 100% accuracy.

with 100% accuracy.

with 100% accuracy.

with at least 80% accuracy.

errors, in the judg-ment of the teacher. with no more than 5

with at least 80% accuracy.

- a dictionary and a list of 10 the list of 5.2 sight words, words.
- a list of 10 vocabulary words, 22.
- a list of 10 vocabulary words phonetically spelled and diacritically marked,
- approximately 40 vocabulary words appropriate to stories in a reading book, 33.
- at least 10 vocabulary words per week read by the teacher, 30.
- a 50-word selection in a 5.2 reading book,
- a story to read silently from a 5.2 reading book and 10 comprehension questions (recognition or recall of fact, definition, generalization, and author's values), 3
- the list of 5.3 sight words,

say each word

the student vill:

BEHAVIORS

say each word

pronounce each word using the preferred pronunciation and correct accent

to the diacritical markings and pronounce the words according phonetic re-spelling in the dictionary

pronounce each word

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

and accuracy, grouping words into meaningful phrases, and pronouncing words with speed read orally, recognizing and interpreting marks of punctuation

write the answers

CRITERIA

with 1006 accuracy. with 80% accuracy.

with 80% accuracy.

with 80% accuracy.

with 100% accuracy.

with at least 80% accuracy.

errors in the judgment of the teacher. with no more than 5

with at least 80% accuracy.

with 100% accuracy.

3

Given:

- 2a. a list of 10 multi-syllable words containing at least one singlevowel syllable,
- 2b. a list of 10 multi-syllable words in which the root can be distinguished from prefixes or suffixes,
- 2c. a list of 10 multi-syllable words, each containing a blend that is not at the beginning or the end of the word,
- 3a. approximately 40 vocabulary words appropriate to stories in a 5.3 reading book,
- 3b. at least 10 vocabulary words per week read by the teacher,
- t. a 50-word selection in a 5.3 reading book,

5. a story to read silently from a 5.3 reading book and 10 comprehension questions (7 recognition or recall, 3 translation—restatement in different language),

1. the list of 5.4 sight words,

say each word

BEI the student will:

draw a slash between the syllables draw a slash between the syllables

draw a slash between the syllables

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

read craily, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation

write the answers

with at least 80% accuracy.

with at least 80% accuracy.

with at least 80% accuracy.

with 100% accuracy.

with at least 80% accuracy.

with no more than 4 errors, in the judgment of the teacher.

with at least 80% accuracy.

(5.3)

with 100% accuracy.

with at least 80%

accuracy.

with at least 80%

accuracy.

4

CONDITIONS

Given:

- 2 consonants and another syllable, a list of 10 multi-syllable words in which a vowel is followed by 29.
- a list of 10 multi-syllable words I consonant and another syllable. in which a vowel is followed by 2p.
- a list of 10 multi-syllable words ending in LE, 2c.
- approximately 40 vocabulary words appropriate to stories in a 5.4 reading book, 330
- at least 10 vocabulary words per week read by the teacher, 3b.
- a 50-word selection in a 5.4 reading book,
- 5.4 reading book and 10 comprehension questions (5 recognition or recall, 5 translation), a story to read silently from a
- a list of 10 multi-syllable words with an R following any vowel, the list of 5.5 sight words,
- a list of 10 multi-syllable words in which at least 1 syllable contains a single vowel, 20.

BEHAVIORS

the student will: THEY WANTED TO HE

draw a slash between the syllables draw a slash between the syllables draw a slash between the syllables find the words in a dictionary and write the meanings in his/her own words

with 100% accuracy.

with at least 80%

accuracy.

write the word meanings

and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuapronouncing words with speed read orally, recognizing and

write the answers

with no more than 4 with at least 80% accuracy.

errors, in the judg-ment of the teacher. with at least 80%

accuracy.

(2.4)

with 100% accuracy. with at least 80% accuracy.

draw a slash between the syl-

lables

say each word

circle the short vowel

with at least 80% accuracy. 3

Given:

- a list of 10 words in which there are 2 vowels in the word or syllable.
- approximately 40 vocabulary words appropriate to stories in a 5.5 reading book, 38.
- at least 10 vocabulary words per week read by the teacher, ຸ້ດ,
- a 50-word selection in a 5.5 reading book,

1 quala story to read silently from a 5.5 reading book and 10 interpretive comprehension questions (3 comparative, 3 implication, 1 quitative, 3 cause-and-effect), 3

- the list of 5.6 sight words,
- an incomplete outline of the story, a short sotry on a worksheet and
 - words appropriate to stories in a 5.6 approximately 40 vocabulary reading book, , 8 8
- at least 10 vocabulary words per week read by the teacher, 30.

BEHAV IORS

the student will: THEN ALCO SOR

circle the long vowel and cross out the silent vowel

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

and accuracy, grouping words into meaningful phrases, and interpreting marks of punctua-tion, and will read in a pleaspronouncing words with speed read orally, recognizing and ant, well-modulated voice

write the answers

with at least 80% accuracy.

with 100% accuracy.

with at least 80%

accuracy.

ment of the teacher. errors in the judgwith no more than 3

with at least 80% accuracy.

(5.5)

with 100% accuracy. with 100% accuracy. with 100% accuracy.

find the words in a dictionary

complete the outline

say each word

and write the meanings in

his/her own words

write the word meanings

with at least 80% accuracy.

2

Givent

ή.

CONDITIONS

a story to read silently from a 5.7 reading book and 10 interpretive comprehension questions (2 comparative, 2 implication, 1 quantitative, 2 cause and effect, 3 inductive thinking),

BEH the student will:

write the answers

with at least 80% accuracy.

. the list of 5.8 sight words,

the list of prefixes CON-, SUPER-, POST-, INTER-, PRO-, PER-, ANTI-, OB-, NON-, CCM-, 2 word examples of each, and a dictionary,

25. the list of suffixes -OUS, -IOUS, -IC, -ENT, -LING, -TY, 2 word examples of each, and a dictionary,

33. approximately 40 vocabulary words appropriate to stories in a 5.8 reading book,

35. at least 10 vocabulary words per week read by the teacher,

reading book,

say each word

write the definition of each word, showing the similarity in meaning for each pair of words

write the definition of each word, showing the similarity in meaning for each pair of words

find the words in a dictionary and write the meanings in his/her own words

write the word meanings

read orally, recognizing and pronouncing words with speed and accuracy, grouping words into meaningful phrases, and interpreting marks of punctuation, and will express emotion sincerely

with 100% accuracy. with at least 80% accuracy.

with at least 80% accuracy.

with 100% accuracy.

with at least 80% accuracy.

with no more than 3 errors, in the judg-ment of the teacher.

i.

comparative, 1 qualitative, 3 inductive thinking, 2 synthesis, 1 cause and effect, 1 implication), 5.8 reading book and 10 interprea story to read silently from a tive comprehension questions

BEHAVIORS

write the answers the student will:

CRITERIA

with at least 80% accuracy.

(5.8)

the list of 5.9 sight words,

form regular and irregular plurals, a list of 20 singular words which

cossessives (singular, plural, rega list of 10 sentences with deleted words, to be filled in with ular, and irregular),

approximately 40 vocabulary words appropriate to stories in a 5.9 reading book, 6

a 50-word selection in a 5.9 reading book,

write the plural forus say each word

write the possessive forms in the appropriate spaces find the words in a dictionary and write the meanings in his/her own words

interpreting marks of punctuation, and read with polse and and accuracy, grouping words into meaningful phrases, and read orally, recognizing and pronouncing words with speed self-confidence

write the answers

with 100% accuracy. with 80% accuracy.

with 80% accuracy.

with 100% accuracy.

ment of the teacher. errors in the judgwith no more than 3

with at least 80% accuracy.

a story to read silently from a 5.9 reading book and 10 interpre-

comparative, 3 inductive thinking, 2 synthesis, 1 implication, 2 characterization)

tive comprehension questions (2

t'L.

BEHAVIORS

6

Given:

- the list of 6.0 sight words,
- words, to be filled in with posses-sive pronouns (singular and plural), a list of 10 sentences with deleted (B
- the list of the parts of speech, **ب** ن
- approximately 40 vocabulary words apprepriate to stories in a 6.0 reading book, 100
- a 50-word selection in a 6.0 reading book, 4
- a story to read silently from a 6.0 reading book and 10 comprehension questions (1 synthesis, 1 inductive, I cause and effect, 1 implementation, 1 comparative), # (1) (u)
- standards for making judgments about people (profession, accomplishments, character), , **c**)

the student will:

write the possessive pronouns in the appropriate spaces say each word

write the abbreviations of each find the words in a dictionary and write the meanings in his/her own words

interpreting marks of punctuation, and read with poise and and accuracy, grouping words into meaningful phrases, and read orally, recognizing and pronouncing words with speed self-confidence

write the answers

with 100% accuracy.

with 80% accuracy.

with 100% accuracy. with 100% accuracy.

errors, in the judg-ment of the teacher. with no nore than 3

with at least 80%

accuracy.

meeting the standards in the teacher's judgment.

(6.0)

imately 50 words about his/her

favorite person

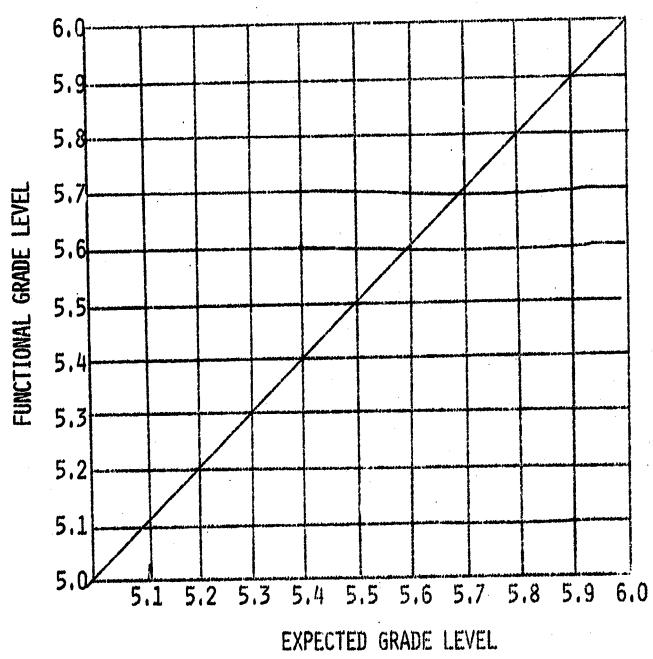
write a short story of

approx-

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Janana Jana Jana Jana Jana Jana Jana Ja		⊗		GRADE 5 READING MINIMUM OBJECTIVES	5 OBJECTI	i i	DATE CH	G. G	hanna danna hanna		. !	
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READING MINIMUM OBJECTIVES - 5TH GRADE





REVISED LANGUAGE ARTS OBJECTIVES - 6TH GRADE

Helen Cloutier
Betty Holloway
Judith LaForge
Adler Muller
Marybeth Pree



ERIC
Full Text Provided by ERIC

THATHING AND LOTS

Hinesburg Elementary School Reading Winimum Objectives

Sixth Grade

CONDITIONS

BEHAVIORS

the student will:

CRITERIA

Given:

- a list of 10 multi-syllable words and a dictionary,
- 2. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,
- a list of categories from which to choose a selection for oral reading,

draw a slash between the syllables, accent the appropriate syllable, and pronounce each word

write a definition of a word which illustrates each choose a selection, prepare and read it before an audience

with no more than 2 errors.

with at least 80%

accuracy.

so that it is an effective communication in the judgment of the teacher.

with at least 80% accuracy.

a selection to read silently and the literary comprehension questions appropriate for a 6.1 level (see Appendix B).

...

write the answers

(6.1)

a list of 10 multi-syllable words and a dictionary,

6. a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A, a list of categories from which to choose a selection for oral reading,

draw a slash between the syllables, accent the appropriate syllable, and pronounce each word write a definition of a word

which illustrates each choose a selection, prepare and read it before an audience

with at least 80% accuracy.

with no more than 2 errors.

so that it is an effective communication in the judgment of the teacher.

6	3	
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THATTAN	+ 44.
7)
7	BEST CAPPA
	CCNDITIONS

BEHAV IORS

CRITERIA

2

Given:

130

- a selection to read silently and the literary comprehension questions appropriate for a 6.2 level (see Appendix B).
- write the answers the student will:

with at least 80% accuracy.

a list of 10 multi-syllable words and a dictionary, **ب**

- a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,
- a list of categories from which to choose a selection for oral reading,
- lables, accent the appropriate syllable, and pronounce each word draw a slash between the sylwrite a definition of a word
- choose a selection, prepare and read it before an audience

which illustrates each

write the answers

a selection to read silently and the

612 #11

with no more than

with at least 80%

(2.9)

accuracy.

- fective commication so that it is an efin the judgment of the teacher. 2 errors.
- with at least 80% accuracy.

literary comprehension questions appropriate for a 6.3 level (see Apa list of 10 multi-sullable words pendix B),

- and a dictionary,
- a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

choose a selection for oral reading, a list of categories from which to

● 1,2°% †~4

syllables, and pronounce each word choose a selection, prepare and lables, accent the appropriate write a definition of a word read it before an audience which illustrates each

draw a slash between the syl-

with at least 80% accuracy.

(6.3)

- with no more than 2 errors.
- fective communication so that it is an efin the judgment of the teacher.

m

Given:

, C

a selection to read silently and the literary comprehension questions appropriate for a 6.4 level (see Ap-

the student will: THEFTHEN BELL TOR

BEHAV IORS

write the answers

which at least 80% accuracy.

(%)

with at least 80%

accuracy.

a list of 10 multi-syllable words and a dictionary, رم

a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A, *****

choose a selection for oral reading, a list of categories from which to ď

literary comprehension questions apa selection to read silently and the propriate for a 6.5 level (see Ap-

ď

a list of 10 multi-syllable words and a dictionary. pud ;

a list of categories from which to a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A, 25

choose a selection for oral reading,

lables, accent the appropriate syllable, and pronounce each word draw a slash between the syl-

choose a selection, prepare and write a definition of a word read it before an audience which illustrates each

write the answers

with no more than 2 errors.

fective communication so that it is an efin the judgment of the teacher.

with at least 80% accuracy.

(5.5)

lables, accent the appropriate syllable, and pronounce each word draw a slash between the syl-

write a definition of a word which illustrates each

choose a selection, prepare and read it before an audience

with 100% accuracy.

with no more than 2 errors.

in the judgment of the fective communication so that it is an efteacher.

(3)		

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a selection to read silently and the

4

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BEHAVIORS

the student will:

write the answers

with at least 80% accuracy.

4

CRITERIA

draw a slash between the sylliterary comprehension questions appropriate for a 6.6 level (see Appendix B),

a list of 10 multi-syllable words and a dictionary,

A list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A, 1

choose a selection for oral reading, a list of categories from which to

a selection to read silently and the

47. 6 u

literary comprehension questions appropriate for a 6.7 level (see Ap-

syllable, and pronounce each word lables, accent the appropriate write a definition of a word read it before an audience which illustrates each

choose a selection, prepare and

write the answers

with no more than 2 errors.

with 100% accuracy.

(9.9)

in the judgment of the fective communication so that it is an efteacher.

with at least 80% accuracy.

a list of 10 multi-syllable words and a dictionary.

a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A,

choose a selection for oral reading, a list of categories from which to .

syllable, and pronounce each word lables, accent the appropriate draw a slash between the sylwrite a definition of a word which illustrates each

choose a selection, prepare and read it before an audience

with 100% accuracy.

(6.7)

with no more than 2 errors.

fective communication so that it is an efin the judgment of the teacher. 5.

Given:

the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these works (see Appendix D), i novel or poetry unit from the required reading list, I novel from

BEHAVIORS

the student will:

write the answers

with at least 80% accuracy.

(6.8)

with 100% accuracy.

a list of 10 multi-syllable words and a dietionary, a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A.

a list of estegories from which to choose a selection for oral reading,

quired reading list, I novel from the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these I novel or poetry unit from the reworks (see Appendix D),

e P

a list of 10 multi-syllable words and a dictionary, £.,1

a list of 3 prefixes, 3 suffixes, and 3 roots from Appendix A, (t)

syllable, and pronounce each word lables, accent the ppropriate draw a slash between the syl-

a word which illustrates each write a definition of

choese a selection, prepare and read it before an audience

write the answers

with no more than 2 errors.

fective communication so that it is an efin the judgment of the teacher,

with at least 80% accuracy.

> syllable, and pronounce each word lables, accent the appropriate draw a slash between the sylwrite a definition of a word

which illustrates each

with no more than 3 errors.

with 100% accuracy.

choose a selection for oral reading, a list of categories from which to

outred reading list, I novel from the teacher-approved list (see Appendix C), and a list of comprehension questions appropriate to these coris (see Appendix D), increl or poetry unit from the re-

4

BEHAVIORS

the student will: THEY HAVE STR. choose a selection, prepare and read it before an audience

write the answers

CRITERIA

ŵ

fective communication so that it is an efin the judgment of the teacher.

with at least 80% accuracy.

APPENDIX A

Vocabulary List: Sixth Grade

BEST COPY AVAILABLE

	<u>Prefix</u>	Root	Suffix
1.	ab	port	able, ible
2.	an	mit, miss	acy, ace, ancy, ance
3.	ad	ject	an, ean, ian
4.	ante	pone, pose	age
5.	bi	pel, pulse	ant
6.	circum	spect	er, ar
7.	de	duce, duct	ary
8.	dis	scribe, script	ante, en
9.	d1a	vert, verse	ence /
10.	6X	tract	ent
11.		cede, ceed, cess	full, ful
12.		clud, clus	fy, ify
13.	•	dict	hood
14.		cur	ic
15.	•	tain	ice
-	mis	fer	id
17.	non	publ	ion
18.	pan	carn .	ize, isa
19.	per	dem	ist, ite
20.	peri	mal mal	ity, ty
21.	post	val	ive
22.	pre	fac, fec	less
23.	pro	mobil	ly
24.	Te	crea	ment
25.	se	bark	ness
26.	semi	bene	or, ex, er, ory
27.	sub	noet	ose, ous

APPENDIX B

Comprehension Skills

BEST COLLY AVAILABLE

- 1. skimming to locate facts (poetry).
- 2. compare encyclopedia article to poem.
- 3. separate fact from fiction (listing only the facts of a specified selection).
- 4. recognizing authors' techniques (scientific language, exaggeration, involving reader) and find an example.
- 5. determine the audience a specific ad appeals to.
- 6. finding an example of hyperbole.
- 7. distinguish between fact and theory.
- 8. distinguish between science and superstition.
- 9. locating topic sentences.
- 10. locating clues in a mystery story. (6.1)
- 11. determine an author's attitude and/or opinion.
- 12. determine an author's purpose and techniques.
- 13. list examples of symbolism found in a selection.
- 14. determine an author's point of view.
- 15. find examples of similes.
- 16. determine the setting of a selection.
- 17. differentiate between blind acceptance of opinions of others and personal judgment.
- 18. locating topic sentences.
- 19. locating the specif line where the mood of a poem changes.
- 20. skimming to determine organization of an article. (6.2)
- 21. outline the sequence of events in a selection.
- 22. analyze character development throughout a selection. (6.3)
- 23. determine the audience a specific ad appeals to.
- 24. locating examples of alliteration.
- 25. locating examples of symbolism.
- 26. skimming to locate specific facts.
- 27. analyze character development throughout a selection.
- 28. explaining an example of symbolism.
- 29. determine the purpose of an ad. (6.4)



APPENDIX B (Cont'd)

- 30. trace the relationship of two characters throughout a selection.
- 31. determine the main idea of a stanza in poetry.
- 32. analyze character development throughout a selection.
- 33. distinguish between theory, hypothesis, and fact in a selection. (6.5)
- 34. outline the sequence of main ideas in a selection.
- 35. determining the roles of characters.
- 36. recognizing the use of the following techniques: Humor, exaggeration, conversational tone.
- 37. use of footnotes.
- 38. using several different kinds of reference books to locate specific information. (6.6)
- 39. determine the main idea of a selection.
- 40. analyze a selection from different points of view.
- 41. outlining events in chronological order.
- 42. determining the roles of characters.
- 43. determining the intended meaning of a word with more than one meaning by using context clues. (6.7)



APPENDIX C

II. Teacher-Approved Novels, cont'd.

Kidnapped, by Stevenson.

The Yearling, by Marjorie Rawlins.

Tom Sawyer, by Mark Twain.

Huckleberry Finn, by Twain.

Blue Willow, by Doris Gates.

Island of the Blue Dolphin, by Scott O'Dele

Caddie Woodlawn,

When Legends Die, by Hal Borland.

White Witch of Kynance, by Mary Calhoun.

Julie of the Wolves, by Jean George.

Witch of Blackbird Fond, by Elizabeth Speare.

Bronze Bow, by Speare.

<u>Call it Courage</u>, by Sperry.

The Cricket in Times Square, by Selden.

Mrs. Frishy and the Rats of Nimh, by O'Brien.

Rifles for Watie, by Keith.

Up a Road Slowly, by Hunt.

Dark Frigate, by Hawes.

The Changling, by Raible.

I. Required Novelas

The Mixed-Ut Files of Mrs. Basil E. Frankweiler, by Koningsburg

Poetry Unit

The Miracle Worker

II. Teacher-Approved Novels:

Jonathan Livingston Seagull, by Richard Bach The Hobbit, by J.R.R. Tolkien 2001: A Space Odyssey, by Arthur C. Clarke The Pearl, by John Steinbeck Pigman, by Paul Zindel The Invisible Man, by H.G. Wells Captains Courageous, by Rudyard Kipling Little Women, by Louisa May Alcott The Secret Garden, by Burnett Robinson Orusoe, by Daniel Defoe Catch a Miller Lord of the Flies, by William Golding The Wind in the Willows, by Kenneth Grahame Never Civ Wolf. by Farley Mowat Johnny Tremaine, by Forbes I, Robot, by Isaac Asimov The Money Machine Adam of the Road, by Gray Sounder, by William Armstrong Stuart Libule, by E.B. White A Christman Carel, by Charles Dickens To Kill a Mockingbird, by Harper Lee Deathman, Do Not Follow Me Treasure Island, by Robert Louis Stevenson Kon-Tikt, by Thor Heyerdahl





I. Comprehension Skills--Required Selections.

Mixed-Up Files...

The child will complete questions dealing with:

- 1. description and evaluation of setting.
- 2. recognition of similes.
- 3. character description and analysis.
- 4. cause and effect.
- 5. comparison of 2 characters.
- 6. creative writing about the setting or from the point of one of the main characters.

Poetry Unit...

The child will answer questions noting:

- 1. specific detail.
- 2. the purpose of the poem.
- 3. symbolism used in the poem.
- 4. use of form, language, etc.
- 5. contrasting symbols.
- 6. style; use of literary devices.

The Miracle Worker ...

The child will answer questions dealing with:

- 1. character descriptions and analysis.
- 2. conflicts between characters.
- 3. drawing conclusions using evidence in a heading passage.
- 4. comparing and evaluating author's source material with the actual play.
- 5. citing specific passages that denote a specific character trait.
- 6. locating the climax in a play.

II. Comprehension Skills--Teacher-Approved Novels.

For each approved novel of the student's choice, he/she will answer questions by giving:

- 1. character description
 - a) physical
 - b) psychological (personality traits, thought patterns) -- supported with events or actions in novel.



APPENDIX D

(cont'd)

- II. Comprehension skills--Teacher-Approved Novels, cont'd.
 - 2. plot line (100 words)
 - 3. climax and defending choice
 - 4. important details or effects of setting
 - 5. point of view of author
 - 6. noting style and mood created by author

Or the child will do one of the following activities:

- 1. make poster promoting reading of book with 100word review
- 2. write 15 questions on book dealing with character development, plot, and setting
- 3. make a crossword puzzle with 20 items
- 4. plan a TV commercial or magazine ad advertising book
- 5. plan a different ending
- 6. write a letter to the author asking questions and sharing thoughts about the book
- 7. 3 50-word entries in diary, made by main character

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READING MINIMUM OBJECTIVES - 6TH GRADE

